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visit the lighthouse, and see how it is cared for. How are lighthouses built? Where are they built?

The story of the building of the lighthouse in *Caleb West* will be read to the children.

1. How do the Chicago people get their water from the lake? Why are the cribs placed so far out in the lake? The story of the first tunnel and crib will be told or read.

2. Why was the Drainage Canal built? Its value to Chicago.

Art: Illustrations of stories in History and Literature with clay, painting, black-board, and charcoal. Painting of the landscape. Modeling in clay: animals in park.

Industrial Art: The children need a sewing-bag and all of its accessories, and will therefore make one.

French: The French will be entirely correlated with the Industrial Art, the Manual Training, and the Nature Study. All directions for work being given in French, the children will ask for assistance in the same language. The French literature for the month will be the dramatization of

Le Rat de Ville et le Rat des Champs.

Autrefois le rat de ville
 Invita le rat des champs
 D'une façon fort civile,
 A des reliefs d'ortolans.

Sur un tapis de Turquie
 Le couvert se trouva mis,
 Je laisse à penser la vie
 Que firent ces deux amis.

Le régal fut fort honnête,
 Rien ne manquoit au festin,
 Mais quelqu'un troubla la fête,
 Pendant qu'ils étoient en train.

A la porte de la salle
 Ils entendirent du bruit,
 Le rat de ville détaile
 Son comarade le suit.

Le bruit cesse, on se retire;
 Rats en campagne aussitôt
 Et le citadin de dire,
 "Achevons tout notre rô."

"C'est assez," dit le rustique;
 "Demain vous viendrez chez moi,
 Ce n'est pas que je me pique
 De tous vos festins de roi;

"Mais rien ne vient m'interrompre,
 Je mange tout à loisir;
 Adieu, donc, Fi, du plaisir
 Que le crainte peut corrompre!"

Fifth Grade

Willard Streeter Bass

History

The subject of the month's work will be the early history of New York. Special stress will be laid upon the study of the manners and customs, industrial conditions, and social and political institutions of the Dutch settlers. Comparisons will be drawn between the Dutch colony and the English colonies in New England and Virginia, and the pupil will be led to trace

the source of their varying institutions back to fundamental differences in their character and occupations.

The geography of Holland will be studied by means of pictures and descriptions—e. g., *Hans Brinker*, Ch. II; and the long and unremitting struggle which the Dutch have waged against the ocean in order to secure and preserve their land will be made as vivid as possible.

The story of the Dutch struggle for independence will be related. The dramatic incident of the siege of Leyden will be told in detail, as it affords a striking example of the dogged courage and endurance of the Dutch, and a bold use of the peculiar geographic situation of their country. (See Motley, *Rise of the Dutch Republic*, Part IV, Ch. II.) The results of the long struggle upon the Dutch may be seen in the commercial activity and the religious tolerance which prevailed throughout Holland at the end of the sixteenth century.

The commercial activity of the Dutch, as well as their desire to sap the New World resources of Spain, led to the employment of Henry Hudson to search for a shorter trade route to the Spanish possessions. The story of his voyages will be told to the class, and the narratives of his discovery of the river which bears his name, and of the bay in which he met his tragic end, will be given with some detail. After the discovery of the Hudson River, the Dutch lost no time in establishing a trading station upon Manhattan Island. The class will study the geographical advantages of this situation (see geography outline for this month), to discover if there was any ground for the Dutch saying that the English had secured two shells in Massachusetts and Virginia, while they (the Dutch) had the oyster between them.

The Dutch West India Company was formed for the purpose of developing the trading station at New Amsterdam into a colony. Its methods were in striking contrast to those of the English, especially in its attempt to establish feudalism in the New World in the form of the "Patroon" system.

Life in the colony under the four Dutch governors will be studied from Irving's *Sketch Book* and *Knickerbocker History*. The pupils will compare the manners and

customs, character and motives of the people, and their architecture and household utensils with those of the English colonists. The struggle of the people for a voice in the government will be watched, and their small success will be compared with the great achievements of the English in Massachusetts and Virginia.

The teacher will tell the story of the giving of New Amsterdam to the Duke of York by Charles II., and how the Duke made good his title by capturing the city from the Dutch. The class will form an opinion as to whether the English or Dutch had the better claim to the valley of the Hudson, why the Dutch settlers were willing to accept English rule, and whether the English had governed their colonies of Massachusetts and Virginia so much better than the Dutch that they deserved to have New Amsterdam also.

Dramatic Reading: Irving's *Rip Van Winkle* will be carefully studied and read by the class.

Written Work: Story of Henry Hudson's voyages.

Industrial Art: The weaving with a hand loom which was begun in December will be continued.

Sloyd: The construction of the colonial loom planned for earlier in the year will be begun this month. The class will examine colonial looms and pictures of them. Each pupil will be assigned the construction of a certain part of the loom, and will make a working drawing of his part before he begins work upon it.

References: Motley, *Rise of the Dutch Republic*; Old South Leaflets, No. 94, *The Discovery of the Hudson River*; Winsor, *Narrative and Critical History of America*, Vol. IV. pp. 395. Fiske, *The Dutch and Quaker Colonies in America*, Vol. I. Irving, *Knickerbocker History of New York*.

FOR CHILDREN.

Mary Mapes Dodge, *Hans Brinker*; Irving, *Rip Van Winkle, Legend of Sleepy Hollow*.

Geography

The subject for the month will be a study of the Atlantic coastal plain and its river systems. On account of its historical and commercial importance, special attention will be given to the study of the valley of the Hudson.

The general location of the Appalachian Mountains and the Atlantic coastal plain will be shown upon a sand-modeled map of North America. A sand-modeled map will then be made representing these mountains and coastal plain upon a larger scale, and showing the river-basins and regions whose history has been studied this year.

The action of rivers will be studied in the laboratory. The action of running water upon earth will be made to show (1) how the river cuts back at its source, leaving the harder portions of the soil as mountains; (2) how the river, where the current is swift, carries away earthy material, making its bed deeper and wider; (3) how the river, where the current is slow, may deposit material, making its bed shallower; (4) how the river deposits material at its mouth, forming a delta or an alluvial fan.

Pictures of characteristic landscapes in the Appalachian Mountains will be shown, and the effects of erosion there will be studied and compared with those observed in the laboratory. Pictures of the Piedmont region will then be shown, and the valleys compared with those formed in the laboratory.

The effect of the rise or fall of the land at the mouth of a river will next be studied in the laboratory. After a river has been at work for some time, the level of the water into which it discharges will be lowered. The deposit which will have formed under the water will be observed, and the pupils will try to deduce what would be the general appearance of a coast which had recently risen from the ocean. These de-

ductions will be compared with the present appearance of the south Atlantic coast. The experiment will then be performed of drowning a river valley by raising the level of the water into which it discharges. The results will be compared to the present appearance of the Connecticut, Hudson, Delaware, Susquehanna, and other northern rivers.

The class will then undertake a special study of the Hudson to determine, if possible, the causes which have made New York the most important American seaport. They will at once see the great advantage which its fine harbor gives to the city. By consulting relief maps they will see that the Hudson, with its tributary the Mohawk, gives the most direct and easiest route to the Great Lakes and the West, and that in connection with Lake Champlain it also furnishes an easy route to Canada. Let the children try to draw conclusions from these premises regarding the commercial and military importance which must of necessity accrue to the city which the Dutch founded at the mouth of this river.

Written Work: Reports on experiments in laboratory. Reasons for commercial importance of New York.

Modeling in Sand and Chalk: Maps of North America, Atlantic Coastal Plain, and Hudson River Valley.

References: Tarr and McMurray, *North America*; Frye's, Rand and McNally's, Werner's, and Natural *Geographies*; Carpenter's *Geographical Reader, North America*, pp. 57+.

Nature Study

METEOROLOGY: The weather record, by means of the color chart and graphical thermometer and barometer records, will be continued through this month.

ASTRONOMY: The sun's slant will be observed with the skiameter as in December. The pupils will probably observe that while the sun is higher than in December, the average temperature of the

month is lower. They will endeavor to find the reason for this themselves, and should be able to see that the heat stored up from last summer made December a warmer month than it otherwise would have been, and that January is to a much less degree benefited by this stored-up heat supply.

FOODS: A study of the ordinary cereal foods will be undertaken during this month. The points studied will be (1) the plants, and the part which is used for food, (2) the geographical distribution of the crops, (3) the preservation of the crop and its transportation to market, (4) the preparation of the food for the table.

Specimens of wheat, barley, oats, rye, corn, and rice as they grow upon the stalk will be shown the class. The pupils will carefully examine and compare them, and in order to clearly observe their peculiarities, will paint them. The pupils will then find out what they can about cultivation of these crops and their preparation for the market. (See reading outline below.)

The class will find from United States crop bulletins the number of bushels of each of the above grains produced in each state. A chalk-modeled map of North America will then be made, and the areas which produce the different grains will be marked with appropriately colored chalk.

The transportation of the grain from farm to market will then be considered. The crop map just described will show the routes over which the grain must be transported, and will give the pupil data from which to reason whether the transportation will be by railroad, steamer, or canal-boat. The importance of Chicago as a center of grain distribution will be considered, and the class will visit one of the large elevators and see the methods by which the grain is stored and reshipped.

The preparation of the different corn

products for the table will form the basis of the work in cooking for January. Such comparison with the other cereals will be made as is suggested by the questions of the children, or as is necessary for illustration of the properties of the corn. The effect of heat on corn will be shown by popping and parching. The northern and southern use of corn will be illustrated by corn meal and hominy, and an early method of preparation will be shown in hulled corn.

Number Work: Problems like those described in the November COURSE OF STUDY will also arise from this month's weather record, and will furnish further drill in the use of fractions.

The work upon foods and the geographical distribution of crops will give rise to problems like the following:

From the number of acres of wheat, corn, rye, etc., and the number of bushels of each grain produced in a State, find the number of bushels produced per acre, and thus determine in which State the soil and climate are best adapted for the raising of each grain.

From the quantity of grain which can be grown upon an acre of land and the price of grain per bushel, determine which grain yields the greatest value per acre.

Let the pupils estimate in the laboratory the quantity of each cereal which, if used alone, would be necessary for a meal. From the price paid for the food have them determine the value of these (approximately) equal quantities of nourishment. See if there is any relation between the value of the equal quantities of nourishment and the value of each kind of grain which grows upon an acre.

Find the part, expressed as a common fraction and as a per cent, of the whole United States crop of wheat, oats, corn, etc., which is grown in Illinois.

Reading: Descriptions of the cultivation of the various grains, such as are found in Carpenter's Geographical Reader, *North America*, pp. 120-123, 159-170. Longfellow, *Song of Hiawatha*, XIII.

Written Work: Record of experiments and work in cooking.

Painting: January landscape. Stalks of the

various cereals will be painted to show the structure of the plants and particularly their points of similarity and difference.

References: Jackman, *Nature Study and Related Subjects*, pp. 90-91; Chisholm, *Handbook of Commercial Geography*; U. S. Agricultural Department, *Crop Bulletins, Album of Agricultural Graphics*; Division of Chemistry, Bulletin No. 50, *Composition of Maize*; F. L. Sargent, *Corn Plants*.

Music: The Fifth Grade will be united with the Sixth for instruction in music. For outline of the month's work, see Sixth Grade.

Physical Training: The Fifth Grade will be united with the other grammar grades for gymnastics. For outline of work, see Physical Training.

German:

Vergiftmeinnicht.

Ein Blümchen steht am Strom
Blau wie des Himmels Dom;
Und jede Welle küßt es,
Und jede auch vergift es.

Wilhelm Arant.

Der weiße Hirsch.

Es gingen drei Jäger wohl auf die Hirsch,
Sie wollten erjagen den weißen Hirsch.

Sie legten sich unter den Tannenbaum:
Da hatten die drei einen seltsamen Traum.

Der erste.

„Mir hat geträumt, ich klopf' auf den Busch,
Da rauschte der Hirsch heraus, husch, husch!“

Der zweite.

„Und als er sprang mit der Hunde Geclaff,
Da brannt' ich ihn auf das Fell, piff, paff!“

Der dritte.

„Und als ich den Hirsch an der Erde sah,
Da stieß ich lustig ins Horn, trara!“

So lagen sie da und sprachen, die drei,
Da rannte der weiße Hirsch vorbei.

Und eh' die drei Jäger ihn recht geseh'n,
Da war er davon über Tiefen und Höh'n.
Husch, husch! piff, paff! trara!

Sudwig Umland.

Sixth Grade

Edith Foster Flint

History

The subject for the month is Marco Polo's city, Venice.

I. Situation of Venice: Marshy island; untillable and salt-encrusted soil; no mineral wealth; no timber; but well placed at the head of the Adriatic.

II. Effects of this physical environment:

(1) On history: (a) Island first used as refuge from the mainland at times of barbarian invasion; (b) city naturally became a maritime power, and looked toward the East: (c) city aided the Crusaders with its fleets, and reaped commercial advantages in return; (d) became a refuge for scholars and manuscripts from Greece; freedom of thought in Venice; valuable work of Venetians in preserving, editing, and translating the classics.

(2) On industries: (a) The salt trade a Venetian monopoly; (b) Commerce: Doges cleared the sea of pirates, and be-

came "protectors of the sea." (The ceremony of wedding the Adriatic.) Trade with the East; from the Arabs the Venetians learned the manufacture of gunpowder and of glass, and from the Persians the weaving of tissues. (c) The Venetian fleet. (d) The arsenal.

(3) On building: (a) First houses of Venice were wooden huts; then as the people grew rich they were compelled to build strong stone houses for defense against the pirates; (b) influence of the East on Venetian architecture: the Venetians "made Oriental architecture their own, impressing on it the stamp of their special needs and national genius." Venetian architecture a blending of Byzantine, Moslem, Gothic, and Florentine. (c) The problems presented by the canals; canals have been deepened or filled, marshes drained, and piles driven. Two methods of building, with piles and without.